

10-13-2008

University of Northern Iowa Faculty Senate Meeting Agenda, October 13, 2008

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of October 13, 2008
3:15 P.M. Seminar Room, Towers Center

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the September 22, 2008 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Jesse Swan
4. Comments from Chair Wurtz

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

974/879 Report and Recommendations on Research/Scholarly Activities

975/880 Diversity of Faculty/Staff and Students at UNI

NEW BUSINESS

Elect Faculty Senate representative to the Regents Award for Faculty Excellence Committee

Imagine the Impact Campus Campaign - James Jermier, Director, UNI Collegiate Development

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

- 875 Emeritus Status request, G. Scott Cawelti, Department of English Language and Literature, effective 6/08
- 876 Emeritus Status request, Charles D. Johnson, Department of Industrial Technology, effective 6/08
- 877 Emeritus Status request, Dean Kruckeberg, Department of Communication Studies, effective 6/08

OTHER DISCUSSION

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 974

Docket Number _____

Title: Report and Recommendations onf Research/Scholarly Activities

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

Committee on Scholarly Activity & Service
Report and Recommendations on Research/Scholarly Activities

August 28, 2008

Philip Mauceri, Political Science & Committee Chair; Alan Asher, Library; Mark Bauman, Accounting; Jeffrey Elbert, Chemistry; Joel Haack, College of Natural Sciences; Sam Lankford, HPELS; Jerome Soneson, Philosophy & World Religions; Katherine Van Wormer, Social Work.

I. Areas of Concern: Criteria, Evaluation and Standards

The Committee was asked to examine research and scholarship criteria and standards at UNI. After a preliminary discussion, we solicited the PAC procedures from all departments on campus and carefully examined research and scholarship criteria as set out in those documents. As would be expected, PAC procedure documents showed significant variation in scholarship & research tenure requirements. However, the committee also found significant weaknesses that call into question both the rigor and clarity of the standards used to judge research and scholarship. Findings from this review that were of special concern to members of the committee include:

- The absence of specific guidelines as to what counts as scholarship and research activity, or in some cases the absence of any mention of scholarship, among numerous departments.
- The inclusion of either vague criteria (“continued study”, “inquiry”, “innovation and experimentation”) or criteria that are extraneous to a traditional understanding

of research/scholarship (“curriculum development”, “major curriculum revisions”, “consulting”).

- The lack of an explicit mention in many PAC Procedures that work that is part of a file submitted for tenure and/or promotion should have been subject to external peer review.
- In virtually all departmental PAC procedures, there was not a separate set of criteria and standards for the promotion to full professor that specifies requirements distinct from tenure and promotion to associate professor.

II. Recommendations on Criteria, Evaluation and Standards

Based on the concerns expressed, members of the committee voiced a strong belief in the need for clearly stated criteria for tenure and promotion rooted in scholarly work. The object of PAC documents in this area should be to provide faculty with transparent and objective guidelines. To address the weaknesses of current tenure and promotion standards on campus, the committee urges the adoption of the following recommendations by all Deans and Heads, their inclusion in departmental PAC procedures and where relevant, in university documents pertaining to research and scholarship:

1. The listing of specific research and scholarship requirements, spelled out in clear and concise language. Faculty should be able to know with reasonable accuracy what counts and what does not count for tenure and promotion.
2. A prioritization of requirements in the area of research and scholarship. Core requirements (e.g. publication in peer reviewed outlet) should be spelled out and separated from a listing of secondary requirements (e.g. pursuing external funding). The balance between primary and secondary requirements should be clearly stated so that faculties have a clear understanding of where to put most of their effort in working towards tenure and promotion.
3. A statement of the minimum goals needed to achieve tenure and promotion to associate professor, as well as for full professor. A statement of minimum goals would offer both departments and tenure/promotion candidates a road map to research and scholarship success, while not offering any explicit guarantees. The committee encourages colleges and departments to set specific goals and benchmarks, including indications of both the quantity and quality of work expected for tenure and promotion.
4. There should be a clear statement in all PAC Procedures that major works counted in the core requirements of research and scholarship, including publications, exhibitions or performances should be subject to an external peer-review process. The committee strongly believes that a peer review process,

involving pre-screening of publications or letters of evaluation for creative performances or presentations, is not only the best guarantee of quality research and scholarship, but also serves as an important external validation of the quality of scholarship that is being conducted on this campus, and through the wider exposure of external review, enhances our regional and national reputation. As a result, external peer-review for works of scholarship should be considered a baseline in measuring the quality of research and scholarship produced at the University of Northern Iowa. It is the obligation of faculty members to offer evidence that works of scholarship they are presenting in the area of research/scholarship have undergone an external peer review process, and it is the obligation of both the PAC and the department Head to question candidates and request additional documented evidence for tenure and/or promotion if they have concerns regarding the peer review status of individual works being counted for tenure and/or promotion.

5. For those departments that encompass activities not normally subject to a standardized peer-review process involving pre-screening prior to acceptance of a work, which is the case for some creative activities, the committee suggests the adoption of Tenure Evaluation Dossiers (TEDs), whereby those works accomplished during the probationary period are gathered as artifacts or in such forms as CDs, DVDs, or web-based files, and sent out for external peer-review. The expectations and procedures for TEDs should be explicit in all PAC documents.

6. Elimination of all current criteria not specifically linked to faculty research and scholarship in this area of PAC requirements, particularly those criteria more appropriate to service or teaching requirements, such as consulting, curriculum revisions and student paper supervision. Works involving the scholarship of teaching or the scholarship of service that are subject to an external peer review process should count in the area of research and scholarship, while those not involving external peer review should be listed in the teaching and service categories.
7. Although the committee recognizes and appreciates the importance of the independent Head review of faculty during tenure and promotion, it nonetheless believes that the Head and members of the PAC should work with each other in forging departmental standards and criteria for tenure and/or promotion. Where there is a significant divergence regarding departmental standards and criteria, it is important that there be open, honest and timely communication with candidates for tenure and/or promotion concerning these differences.
8. Recognizing that faculty have different interests and strengths and keeping in mind the mission and goals of UNI, the committee believes that promotion to full professor should be judged differently than tenure and promotion to associate professor, allowing for greater flexibility in the balance between research, teaching and service while at the same time making promotion contingent on the

quality of work as a post-tenure faculty member. Members of the committee do not believe that criteria and standards used in the promotion to full professor should necessarily mirror those used for tenure and promotion to associate professor. While continuing to be productive in teaching, research and service, candidates for full professor should have demonstrably excelled in at least one specific area. To achieve this rebalancing, the committee recommends the adoption of “Alternative Assignment Portfolios” (AAPs) for post-tenure professors. Versions of this system can be found at the University of Iowa, Boise State University, and the University of Indiana. This system would allow post-tenure faculty to negotiate an agreement with their Heads, subject to approval by their respective Deans and in consultation with their PACs, to allocate their time and effort differentially between research, teaching and service over a limited period of time, renewable and subject to a mid-point review. The committee believes that such a rebalancing of activities can allow senior faculty to explore in depth their own areas of interest while addressing an important need of the university. This could range from a program to develop a new innovative teaching technique which through workshops, presentations and publications is shared with the campus and broader academic community, to a faculty member taking on a particularly intensive service obligation on campus or in a regional or national association, to an extended period of field research abroad. Much as faculty currently “buy-out” of other obligations due to research that is funded or course reduction requests, the AAPs would allow faculty to rebalance their obligations at the university for a set period to focus on specific projects. It is the view of the

committee that AAPs can assist senior faculty in their professional development and allow them to broaden their contributions to the campus and the academic profession. It should be noted that rebalancing does not imply a dedication to one specific area, whether research, teaching or service. While reduced for a designated period, faculty still must maintain obligations in other areas and promotion should be based on faculty members overall record. During the period of participation in an AAP, faculty would be evaluated on the documented quality of work carried out and decisions regarding merit and promotion would be based on the progress towards achieving the agreed upon goals set out in the initial agreement, which should be as specific as possible. We urge the Provost and Faculty Senate to work with United Faculty in designating a committee with the specific task of designing the policies and procedures to govern AAPs.

9. The committee believes that high standards and expectations in the area of research and scholarship should not dilute the commitment of faculty to other areas, especially to service. In this regard, the committee urges department Heads and Deans to ensure that all faculty, including junior faculty, understand the importance of service to professional development and to good university citizenship. We ask that administrators ensure that service obligations are part of all faculty assignments and are distributed equitably to help foster a culture of service on campus.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 975

Docket Number _____

Title: Diversity of Faculty/Staff and Students at UNI

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

**Faculty Meeting Address
August 27, 2008
University of Northern Iowa**

Benjamin J. Allen

I. Introduction

Good afternoon.

Dr. Swan, fellow faculty members and others in attendance, I thank you for the opportunity to extend my welcome for the 2008-2009 academic year.

I always look forward to this address. It provides an opportunity:

- **to congratulate faculty members who've earned special recognition, and**
- **to acknowledge the outstanding accomplishments of our faculty, staff and students in the past year.**

It is also an opportunity to briefly review the past year with you, and an appropriate time to talk about key issues facing UNI during the upcoming academic year.

I noted in last year's faculty address that we needed more diversity to enhance the quality and vitality of our undergraduate educational experience.

In fact, many students and employers are demanding it.

Last fall I asked Vice President Terry Hogan, who was new to campus, to take a look at our diversity programs and mechanisms.

- **Dr. Hogan found that we had a number of outstanding people working very hard to reach the goal of increased diversity.**
- **He also found that university leadership was not providing the type of *overall* leadership needed to take advantage of their efforts.**

This year, we will take the following actions:

We will conduct a campus climate survey to develop a baseline for where we are in terms of commitment to, achievement of and climate for diversity.

An executive committee for diversity will be appointed to provide more structure and accountability on campus.

This committee will report to me and will address how we can become more committed and intentional in our diversity efforts.

To accommodate the Regents' priority of sustainability, we will make some changes in how we are organized to work on the 'greening of campus' issue.

- **Per the guidelines set by the Board of Regents, we will establish a Sustainability Steering Committee similar to the ones established at ISU and the University of Iowa.**
- **The current Advisory Committee on Sustainability, chaired by Professor Jim Walters, has made significant contributions over the past two years and will continue its work.**
 - **Jim will be a member of the new Sustainability Steering Committee.**

Diversity Matters

Campus Community

↳ Who's making a difference

Calendar

↳ When can I make a difference

Resources

↳ How to make a difference

Bias Response Team

↳ BRT

Dedication to Diversity

When I came to the University of Northern Iowa in 2006, I was vocal about my belief that this university should play a leadership role in the state of Iowa. Having lived in Iowa for more than two decades I have become keenly aware of the role that UNI must play in advancing a commitment to diversity statewide.

We educate many of Iowa's business, education and government leaders – those who will influence our society in the future. Our graduates take with them the knowledge and values they learn or refine while with us. Because we believe that appreciation of diversity is an essential component of an excellent education, we must make it an institutional priority to value, promote and teach about diversity.

By dedicating ourselves to this cause, we learn and grow as a community and as an educational institution, and we assist students in developing cross-cultural competence necessary for success in life after UNI. The change we effect in our students and on our campus will benefit workplaces, schools and communities across the state and the nation.

Our commitment to diversity is a work in progress and remains a priority. This site is but one method of acting on it. Please, look around and feel free to make use of the many resources you will find listed here, and do what you can to contribute to this important goal. I look forward to your comments and suggestions for helping us make UNI a leader in diversity.

President Benjamin Allen
Fall, 2007

Maintained by Office of Compliance and Equity Management
Last Modified: September 12, 2007

Diversity Matters

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Extended Campus Community Diversity Facts

University of Northern Iowa

From the UNI Fact Book 2006-2007

Gender:

58.1% of total enrolled students are female

44.3% of total faculty/staff are female

Age:

17.9% of total enrolled students are 23-29 years old

9.4% of total enrolled students are over 29 years of age

Ethnicity:

9.8% of total enrolled students are minority students. Of these:

- 0.3% are Native American
- 1.2% are Asian/Pacific Islander
- 1.7% are Hispanic/Latino
- 3.1% are Black African American
- 3.5% are international students

10.4% of the faculty belong to a minority group

9.4% of the total workforce at UNI belong to a minority group

Nationality: Map

Students come from 74 countries.

3.5% of total enrolled students are international students

The top five countries from which international students come are:

- 16.2% from Saudi Arabia (70 students)
- 11.8% from Russia (51 students)
- 8.6% from Hong Kong (37 students)
- 6.5% from China (28 students)
- 5.3% from India (23 students)

5.7% of American students are from a state other than Iowa

Diversity Matters

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Faculty/Staff Support

The individuals listed below have indicated, via academic materials, a research interest or specialty related to diversity. Because UNI has chosen to define diversity in its broadest terms, the subject areas covered are wide, and include everything from culture to communication to civil rights.

For more information, please contact the specific faculty or staff member listed. If you know someone at UNI who should be added to this list, feel free to contact the Office of Compliance and Equity Management, (319) 273-2846.

Staff Making a Difference

Faculty Making a Difference

College of Business Administration
College of Education
College of Humanities and Fine Arts
College of Natural Sciences
College of Social and Behavioral Sciences

Staff Making a Difference

Celeste Bembry

Student Recruitment and Retention Coordinator (CHFA)

E-mail: celeste.bembry@uni.edu

Interests: Recruitment and retention of under represented Americans to UNI, cultural competency amongst the UNI community, cultural promotion through the Arts

Clifford Coney

Senior Counselor, Educational Talent Search

E-mail: clifford.coney@uni.edu

Web site: <http://www.uni.edu/eop/ets/staff.htm>

Interests: Cultural diversity in law enforcement, law enforcement issues

Paula Gilroy

Psychologist, Counseling Center

E-mail: paula.gilroy@uni.edu

Interests: LGBT issues, women therapists and the interaction between their personal issues and their work

W. Micky Johnson

Director, Classic Upward Bound

E-mail: wilfred.johnson@uni.edu

Web site: <http://www.uni.edu/eop/cub/staff.htm>

Interests: Student issues regarding diversity, recruiting and retaining students and faculty, developing communities, general diversity issues; Member: Board of Regents Diversity Task Force Committee, UNI Multicultural Recruitment Team, UNI President Allen Enrollment Council, UNI Leadership Advisory

Faculty by Department and Race/Ethnicity*

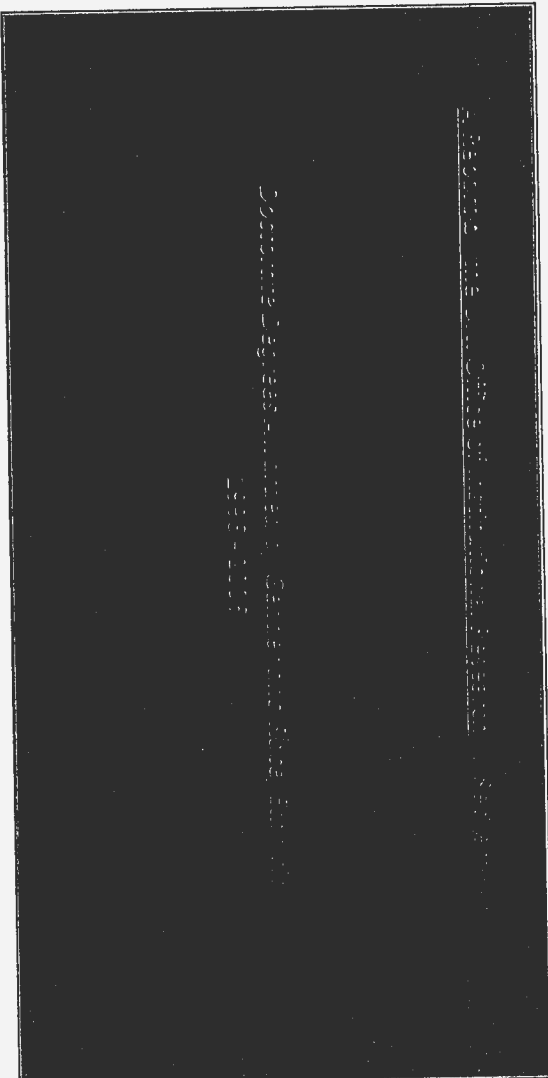
College	American Indian/ Alaskan Native			Asian/ Pacific Islander			Black/ African American			Hispanic/ Latino			White			Two or More Races			Total		
	T	T-T	NT-T	T	T-T	NT-T	T	T-T	NT-T	T	T-T	NT-T	T	T-T	NT-T	T	T-T	NT-T	T	T-T	NT-T
Total Faculty	3	0	0	21	17	6	11	4	3	8	3	1	216	101	219	0	0	0	459	122	230
Business Administration	0	0	0	6	2	1	0	0	0	0	0	1	34	8	29	0	0	1	40	10	32
Education	1	0	0	1	0	1	3	0	2	2	0	0	122	30	69	0	0	0	129	30	72
Humanities and Fine Arts	0	0	0	3	5	1	3	0	0	4	2	0	97	20	60	0	0	0	107	27	61
Natural Sciences	1	0	0	7	8	1	2	1	0	2	0	0	75	19	33	0	0	0	87	28	34
Social and Behavioral Sciences	0	0	0	3	2	2	3	0	1	0	1	0	71	21	27	0	0	0	77	24	30
Other	1	0	0	1	0	0	0	0	0	0	0	0	17	3	1	0	0	0	19	3	1

*Excludes Deans and above

T: Tenured

T-T: Tenure-Track

N T-T: Non Tenure-Track



Doctorate Degrees Awarded by Gender

College	CIP #		1996	1997	1998*	2000*	2001	2002	2003	2004	2005	2006	Totals	
			#	#	#	#	#	#	#	#	#	#	#	%
B	52.03 Accounting	Female	20	20	20	15	11	19	16	16	26	17	180	41.3%
		Male	27	36	31	21	17	17	26	29	28	24	256	58.7%
		Total	47	56	51	36	28	36	42	45	54	41	436	
B	45.06 Economics	Female	207	220	258	226	247	232	241	250	297	277	2455	27.5%
		Male	709	748	670	625	604	594	595	599	676	653	6473	72.5%
		Total	916	968	928	851	851	826	836	849	973	930	8928	
B	52.08 Finance	Female	3	7	5	10	7	14	17	7	5	14	89	18.7%
		Male	42	44	39	30	35	47	40	37	36	36	386	81.3%
		Total	45	51	44	40	42	61	57	44	41	50	475	
B	52.02 Management	Female	217	215	213	167	176	187	225	247	237	291	2175	32.3%
		Male	569	502	487	364	384	362	417	501	443	527	4556	67.7%
		Total	786	717	700	531	560	549	642	748	680	818	6731	
B	52.14 Marketing	Female	14	15	15	9	11	20	20	22	22	19	167	43.5%
		Male	25	31	22	19	16	25	23	26	13	17	217	56.5%
		Total	39	46	37	28	27	45	43	48	35	36	384	
Total College of Business		Female	461	477	511	427	452	472	519	542	587	618	5066	29.9%
		Male	1372	1361	1249	1059	1056	1045	1101	1192	1196	1257	11888	70.1%
		Total	1833	1838	1760	1486	1508	1517	1620	1734	1783	1875	16954	

Doctorate Degrees Awarded by Gender

College	CIP #		1996 #	1997 #	1998* #	2000* #	2001 #	2002 #	2003 #	2004 #	2005 #	2006 #	Totals #	%
E	13.03 Curriculum and Instruction	Female	526	519	498	581	552	641	650	676	753	730	6126	73.4%
		Male	214	207	213	262	205	203	199	214	244	257	2218	26.6%
		Total	740	726	711	843	757	844	849	890	997	987	8344	
E	13.04 Edu. Leadership, Counseling, & Postsecondary Edu.	Female	1275	1361	1335	1398	1380	1567	1796	1773	2016	1948	15849	60.7%
		Male	982	1018	929	888	897	937	1071	1095	1202	1233	10252	39.3%
		Total	2257	2379	2264	2286	2277	2504	2867	2868	3218	3181	26101	
E	13.06 Educational Psychology & Foundations	Female	54	49	33	51	54	48	60	49	36	37	471	58.1%
		Male	46	22	41	34	40	26	33	29	27	41	339	41.9%
		Total	100	71	74	85	94	74	93	78	63	78	810	
E	31.01, .03, .05, & .99 Health, PE, and Leisure, School of	Female	39	48	54	59	80	65	97	104	88	91	725	44.6%
		Male	65	60	75	75	97	86	102	118	119	103	900	55.4%
		Total	104	108	129	134	177	151	199	222	207	194	1625	
E	13.10 Special Education	Female	150	187	169	184	146	122	145	183	167	157	1610	80.7%
		Male	43	45	40	36	39	44	26	31	32	48	384	19.3%
		Total	193	232	209	220	185	166	171	214	199	205	1994	
E	13.12 Teaching (Doctorate)	Female	297	268	297	237	206	196	210	208	228	191	2338	69.7%
		Male	119	139	142	101	105	90	88	80	70	82	1016	30.3%
		Total	416	407	439	338	311	286	298	288	298	273	3354	
E	13.12 Teaching (Masters)	Female	20473	21462	21753	22496	22238	23151	25958	29006	32911	33419	252867	81.1%
		Male	4534	4969	5023	5261	5247	5324	6039	6913	7738	8011	59059	18.9%
		Total	25007	26431	26776	27757	27485	28475	31997	35919	40649	41430	311926	
Total College of Education (Except Masters)		Female	2341	2432	2386	2510	2418	2639	2958	2993	3288	3154	27119	64.2%
		Male	1469	1491	1440	1396	1383	1386	1519	1567	1694	1764	15109	35.8%
		Total	3810	3923	3826	3906	3801	4025	4477	4560	4982	4918	42228	

Doctorate Degrees Awarded by Gender

College	CIP #		1996	1997	1998*	2000*	2001	2002	2003	2004	2005	2006	Totals	
			#	#	#	#	#	#	#	#	#	#	#	%
H	50.07 Art	Female	132	132	164	161	165	153	191	185	154	166	1603	73.5%
		Male	51	48	66	71	62	54	66	49	52	59	578	26.5%
		Total	183	180	230	232	227	207	257	234	206	225	2181	
H	09.01 Communication Studies	Female	115	110	145	147	137	165	188	198	236	222	1663	54.3%
		Male	138	119	132	126	144	120	151	142	158	172	1402	45.7%
		Total	253	229	277	273	281	285	339	340	394	394	3065	
H	51.02 Communication Sciences and Disorders	Female	68	81	91	161	256	363	458	576	703	852	3609	78.8%
		Male	24	15	23	90	110	146	143	137	137	144	969	21.2%
		Total	92	96	114	251	366	509	601	713	840	996	4578	
H	23.01 English Language and Literature	Female	691	666	723	693	651	604	617	599	622	608	6474	59.1%
		Male	435	509	490	512	439	429	422	404	416	432	4488	40.9%
		Total	1126	1175	1213	1205	1090	1033	1039	1003	1038	1040	10962	
H	16.01 Modern Languages	Female	207	225	246	245	247	201	228	232	222	247	2300	59.2%
		Male	182	184	175	162	161	143	143	148	127	157	1582	40.8%
		Total	389	409	421	407	408	344	371	380	349	404	3882	
H	50.09 Music, School of	Female	308	314	337	354	354	380	417	435	444	490	3833	46.2%
		Male	408	395	439	411	437	383	491	474	488	529	4455	53.8%
		Total	716	709	776	765	791	763	908	909	932	1019	8288	
H	38.01, .02, & .99 Philosophy and Religion	Female	164	175	174	205	166	152	184	204	168	155	1747	30.1%
		Male	385	418	411	381	430	397	421	394	414	415	4066	69.9%
		Total	549	593	585	586	596	549	605	598	582	570	5813	
H	50.05 Theatre	Female	57	48	46	39	54	53	42	51	40	52	482	56.2%
		Male	42	49	44	33	47	35	35	29	32	30	376	43.8%
		Total	99	97	90	72	101	88	77	80	72	82	858	
Total College of Humanities and Fine Arts		Female	1742	1751	1926	2005	2030	2071	2325	2480	2589	2792	21711	54.8%
		Male	1665	1737	1780	1786	1830	1707	1872	1777	1824	1938	17916	45.2%
		Total	3407	3488	3706	3791	3860	3778	4197	4257	4413	4730	39627	

Doctorate Degrees Awarded by Gender

College	CIP #		1996	1997	1998*	2000*	2001	2002	2003	2004	2005	2006	Totals	
			#	#	#	#	#	#	#	#	#	#	#	%
N	26.01 Biology	Female	336	287	353	325	337	305	342	381	461	471	3598	45.3%
		Male	435	410	461	407	459	394	398	422	436	515	4337	54.7%
		Total	771	697	814	732	796	699	740	803	897	986	7935	
N	40.05 & 26.02 Chemistry and Biochemistry	Female	667	640	732	644	691	669	675	670	735	856	6979	32.4%
		Male	1568	1568	1562	1391	1378	1325	1423	1375	1420	1559	14569	67.6%
		Total	2235	2208	2294	2035	2069	1994	2098	2045	2155	2415	21548	
N	11.01 Computer Science	Female	97	101	96	84	93	111	100	78	108	122	990	16.8%
		Male	606	557	545	493	509	440	423	362	454	522	4911	83.2%
		Total	703	658	641	577	602	551	523	440	562	644	5901	
N	40.06 Earth Science	Female	126	129	152	149	141	156	147	157	168	185	1510	29.8%
		Male	429	435	436	343	331	338	319	306	308	320	3565	70.2%
		Total	555	564	588	492	472	494	466	463	476	505	5075	
N	15.06 Industrial Technology	Female	0	1	0	0	0	0	3	1	1	4	10	16.9%
		Male	4	5	2	2	11	4	4	5	2	10	49	83.1%
		Total	4	6	2	2	11	4	7	6	3	14	59	
N	27.01 Mathematics	Female	159	182	202	155	162	162	160	189	181	194	1746	23.7%
		Male	672	628	638	573	484	456	491	498	569	625	5634	76.3%
		Total	831	810	840	728	646	618	651	687	750	819	7380	
N	40.08 Physics	Female	186	187	190	158	167	170	190	179	182	234	1843	14.7%
		Male	1276	1223	1203	1050	1002	926	899	940	1072	1108	10699	85.3%
		Total	1462	1410	1393	1208	1169	1096	1089	1119	1254	1342	12542	
Total College of Natural Sciences	Female	1571	1527	1725	1515	1591	1573	1617	1655	1836	2066	16676	27.6%	
	Male	4990	4826	4847	4259	4174	3883	3957	3908	4261	4659	43764	72.4%	
	Total	6561	6353	6572	5774	5765	5456	5574	5563	6097	6725	60440		

Doctorate Degrees Awarded by Gender

College	CIP #		1996	1997	1998*	2000*	2001	2002	2003	2004	2005	2006	Totals	
		#	#	#	#	#	#	#	#	#	#	#	#	%
S	19.01 Design, Textiles, Gerontology, & Family Studies	Female	40	50	35	45	42	43	48	39	46	45	433	72.9%
		Male	7	13	18	10	18	19	18	18	19	21	161	27.1%
		Total	47	63	53	55	60	62	66	57	65	66	594	
S	45.07 Geography	Female	44	51	56	66	71	67	62	91	73	87	668	34.8%
		Male	129	103	116	134	130	138	116	115	137	135	1253	65.2%
		Total	173	154	172	200	201	205	178	206	210	222	1921	
S	54.01 History	Female	333	323	366	381	367	363	347	356	335	350	3521	39.7%
		Male	473	556	575	605	568	565	516	501	488	506	5353	60.3%
		Total	806	879	941	986	935	928	863	857	823	856	8874	
S	45.10 Political Science	Female	195	196	254	244	227	256	252	220	251	245	2340	35.4%
		Male	439	490	451	449	461	369	419	398	385	404	4265	64.6%
		Total	634	686	705	693	688	625	671	618	636	649	6605	
S	42.01 Psychology	Female	987	992	1032	1037	991	907	1016	926	950	1055	9893	64.7%
		Male	576	549	601	592	570	510	530	498	516	459	5401	35.3%
		Total	1563	1541	1633	1629	1561	1417	1546	1424	1466	1514	15294	
S	44.07 Social Work	Female	169	180	169	182	190	174	194	228	239	238	1963	71.1%
		Male	74	94	75	75	69	74	82	85	86	84	798	28.9%
		Total	243	274	244	257	259	248	276	313	325	322	2761	
S	45.02, 45.04, & 45.11 Sociology, Anthropology, & Crim.	Female	1351	1368	1455	1463	1408	290	289	287	250	270	8431	56.1%
		Male	1089	1133	1127	1116	1100	202	187	236	195	205	6590	43.9%
		Total	2440	2501	2582	2579	2508	492	476	523	445	475	15021	
Total College of Social and Behavioral Sciences		Female	3119	3160	3367	3418	3296	2100	2208	2147	2144	2290	27249	53.4%
		Male	2787	2938	2963	2981	2916	1877	1868	1851	1826	1814	23821	46.6%
		Total	5906	6098	6330	6399	6212	3977	4076	3998	3970	4104	51070	
*Excluding 1999 which has no data								Totals: (excluding masters)			Female	97821	46.5%	
											Male	112498	53.5%	
											Total	210319		

*Excluding 1999 which has no data

Compiled from: NSF WebCASPAR Database System

Doctoral Degrees Awarded by Race/Ethnicity
1996-2006*

College	CIP #	Department	Total**	Black (Non-Hispanic)		American Indian Alaskan Native		Asian/Pacific Islander		Hispanic		All Minorities	
				#	%	#	%	#	%	#	%	#	%
B	52.03	Accounting	431	28	6.50	2	0.46	15	3.48	14	3.25	59	13.69
B	45.06	Economics	8599	141	1.64	7	0.08	436	5.07	164	1.91	748	8.70
B	52.08	Finance	465	6	1.29	0	0.00	18	3.87	7	1.51	31	6.67
B	52.02	Management	6359	324	5.10	28	0.44	339	5.33	139	2.19	830	13.05
B	52.14	Marketing	373	27	7.24	0	0.00	16	4.29	14	3.75	57	15.28
		Total	15796	498	3.15	35	0.22	809	5.12	324	2.05	1666	10.55
E	13.03	Curriculum and Instruction	8070	863	10.69	50	0.62	197	2.44	517	6.41	1627	20.16
E	13.04	Edu. Leadership, Counseling, & Postsecondary Edu.	24839	4229	17.03	174	0.70	454	1.83	1205	4.85	6062	24.41
E	13.06	Educational Psychology & Foundations	793	85	10.72	7	0.88	39	4.92	28	3.53	159	20.05
E	31.01, .03, .05, .99	Health, Physical Education & Leisure Services, School of	1585	67	4.23	4	0.25	56	3.53	40	2.52	167	10.54
E	13.10	Special Education	1894	163	8.61	19	1.00	58	3.06	93	4.91	333	17.58
E	13.12	Teaching (Doctorate)	3275	319	9.74	40	1.22	59	1.80	86	2.63	504	15.39
E	13.12	Teaching (Masters)	293090	26575	9.07	1540	0.53	5596	1.91	13026	4.44	46737	15.95
		Total (Excluding Masters)	40456	5726	14.15	294	0.73	863	2.13	1969	4.87	8852	21.88
H	50.07	Art	2040	45	2.21	5	0.25	74	3.63	50	2.45	174	8.53
H	9.01	Communication Studies	2979	160	5.37	11	0.37	98	3.29	73	2.45	342	11.48
H	51.02	Communication Sciences and Disorders	4447	132	2.97	6	0.13	114	2.56	111	2.50	363	8.16
H	23.01	English Language and Literature	10444	482	4.62	55	0.53	357	3.42	256	2.45	1150	11.01
H	16.01	Modern Languages	3680	70	1.90	12	0.33	246	6.68	147	3.99	475	12.91
H	50.09	Music, School of	7948	173	2.18	20	0.25	456	5.74	166	2.09	815	10.25
H	38.01, .02, .99	Philosophy and Religion	5452	190	3.48	18	0.33	205	3.76	126	2.31	539	9.89
H	50.05	Theatre	803	44	5.48	2	0.25	17	2.12	21	2.62	84	10.46
		Total	35753	1251	3.50	124	0.35	1493	4.18	900	2.52	3768	10.54
N	26.01	Biology	7575	190	2.51	22	0.29	449	5.93	281	3.71	942	12.44
N	40.05 & 26.02	Chemistry and Biochemistry	29512	574	1.94	79	0.27	2301	7.80	709	2.40	3663	12.41
N	11.01	Computer Science	5699	89	1.56	6	0.11	478	8.39	81	1.42	654	11.48
N	40.06	Earth Science	4858	30	0.62	16	0.33	156	3.21	82	1.69	284	5.85
N	15.06	Industrial Tech	57	2	3.51	0	0.00	4	7.02	0	0.00	6	10.53
N	27.01	Mathematics	7103	86	1.21	8	0.11	356	5.01	113	1.59	563	7.93
N	40.08	Physics	11974	148	1.24	19	0.16	671	5.60	176	1.47	1014	8.47
		Total	29691	355	1.20	49	0.17	1665	5.61	452	1.52	2521	8.49
S	19.01	Design, Textiles, Gerontology, & Family Studies	590	35	5.93	1	0.17	15	2.54	9	1.53	60	10.17
S	45.07	Geography	1822	16	0.88	12	0.66	49	2.69	34	1.87	111	6.09
S	54.01	History	8317	395	4.75	36	0.43	250	3.01	298	3.58	979	11.77
S	45.10	Political Science	6235	358	5.74	19	0.30	245	3.93	211	3.38	833	13.36
S	42.01	Psychology	14737	856	5.81	104	0.71	671	4.55	890	6.04	2521	17.11
S	44.07	Social Work	2642	324	12.26	15	0.57	108	4.09	99	3.75	546	20.67
S	45.02, .04, & .11	Sociology, Anthropology, & Criminology	9567	614	6.42	86	0.90	435	4.55	446	4.66	1581	16.53
		Total	43910	2598	5.92	273	0.62	1773	4.04	1987	4.53	6631	15.10
L	25.01	Library	447	32	7.16	2	0.45	21	4.70	6	1.34	22	4.92
		Total All (Excluding Masters)	166053	10460	6.30	777	0.47	6624	3.99	5638	3.40	23460	14.13

*Excluding 1999 which has no data

**Excluding others/unknown race

Compiled from: NSF WebCASPAR Database System

ATTACHMENT B
NUMBER OF FIRST-TIME, FULL-TIME FRESHMEN
BY RACE/ETHNICITY
FOR ENTERING CLASSES OF 1988 - 2007
Spring 2008

UNIVERSITY OF NORTHERN IOWA

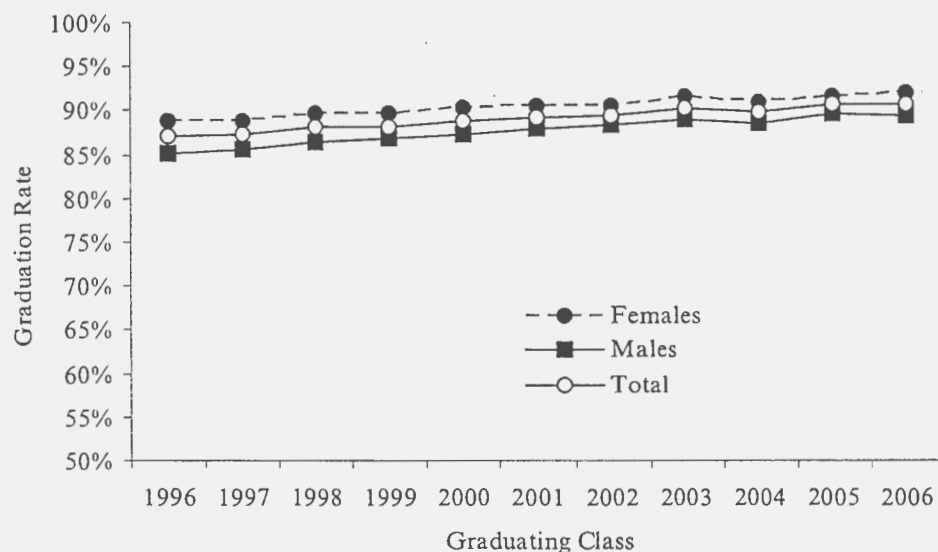
	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Native American																				
Number in Cohort	4	2	2	5	4	4	4	5	4	2	6	5	6	2	3	4	7	4	5	10
Returned 2nd Year	1	0	1	4	1	3	1	3	3	0	4	3	6	1	3	3	2	3	1	
Returned 3rd Year	1	0	1	2	1	3	0	3	2	0	3	2	4	0	3	2	2	3		
Graduated 4th Year	0	0	0	0	0	0	0	0	1	0	0	1	2	0	1	1				
Graduated 6th Year	0	0	1	2	1	2	0	2	2	0	3	2	2	0						
African-American																				
Number in Cohort	36	45	49	43	35	33	40	29	28	38	42	50	67	59	64	49	51	49	40	50
Returned 2nd Year	27	29	32	31	22	21	24	19	19	25	29	34	53	40	50	37	42	29	30	
Returned 3rd Year	18	28	29	25	17	18	20	16	15	17	25	30	41	32	40	28	32	23		
Graduated 4th Year	0	1	2	2	3	3	1	1	1	3	6	4	5	5	9	16				
Graduated 6th Year	6	14	19	15	14	14	17	13	9	12	17	21	31	16						
Asian-American																				
Number in Cohort	11	15	16	19	14	26	31	19	25	19	17	19	27	30	12	20	14	25	31	18
Returned 2nd Year	6	10	14	17	12	16	21	15	18	15	12	14	21	23	10	17	11	18	24	
Returned 3rd Year	5	12	10	15	11	13	19	15	15	13	10	13	21	24	8	14	8	17		
Graduated 4th Year	1	2	2	4	3	1	9	6	6	3	4	5	6	9	2	8				
Graduated 6th Year	4	8	7	14	9	11	13	15	10	10	7	11	17	20						
Hispanic-American																				
Number in Cohort	10	12	8	14	15	15	11	22	14	10	16	14	27	26	16	21	21	22	29	32
Returned 2nd Year	6	8	7	11	12	11	5	15	13	4	9	9	19	19	8	18	13	17	19	
Returned 3rd Year	5	6	7	9	7	9	4	13	11	4	8	6	18	13	7	15	9	13		
Graduated 4th Year	0	1	3	0	2	1	0	2	2	0	3	0	3	4	3	11				
Graduated 6th Year	4	5	6	5	6	5	4	10	7	1	6	5	15	10						
Subtotal																				
Number in Cohort	61	74	75	81	68	78	86	75	71	69	81	88	127	117	95	94	93	100	105	110
Returned 2nd Year	40	47	54	63	47	51	51	52	53	44	54	60	99	83	71	75	68	67	74	0
Returned 3rd Year	29	46	47	51	36	43	43	47	43	34	46	51	84	69	58	59	51	56	0	0
Graduated 4th Year	1	4	7	6	8	5	10	9	10	6	13	10	16	18	15	36	0	0	0	0
Graduated 6th Year	14	27	33	36	30	32	34	40	28	23	33	39	65	46	0	0	0	0	0	0
White																				
Number in Cohort	1,765	1,842	1,955	1,842	1,558	1,691	1,746	1,912	1,899	1,790	1,864	1,979	2,009	1,885	1,675	1,559	1,508	1,550	1,524	1,768
Returned 2nd Year	1,420	1,522	1,619	1,509	1,277	1,373	1,428	1,575	1,560	1,487	1,519	1,624	1,692	1,548	1,359	1,305	1,231	1,284	1,265	
Returned 3rd Year	1,295	1,371	1,455	1,337	1,132	1,258	1,279	1,415	1,426	1,336	1,388	1,461	1,540	1,399	1,234	1,203	1,130	1,175		
Graduated 4th Year	514	475	487	458	418	476	521	592	650	529	558	681	706	624	578	534				
Graduated 6th Year	1,097	1,165	1,175	1,128	985	1,088	1,105	1,240	1,280	1,192	1,218	1,306	1,365	1,254						
Total																				
Number in Cohort	1,898	1,967	2,075	1,951	1,659	1,807	1,856	2,007	2,012	1,919	1,982	2,124	2,218	2,064	1,822	1,740	1,652	1,694	1,684	1,923
Returned 2nd Year	1,514	1,611	1,711	1,594	1,350	1,449	1,498	1,641	1,649	1,582	1,605	1,729	1,863	1,681	1,468	1,417	1,337	1,390	1,386	
Returned 3rd Year	1,372	1,451	1,533	1,404	1,193	1,322	1,339	1,474	1,500	1,417	1,462	1,548	1,685	1,515	1,330	1,297	1,217	1,263		
Graduated 4th Year	527	489	505	470	435	489	539	604	673	552	585	712	751	666	640	588				
Graduated 6th Year	1,146	1,217	1,233	1,178	1,032	1,136	1,155	1,289	1,338	1,252	1,274	1,380	1,488	1,342						

TABLE 1
ONE-YEAR RETENTION RATES BY RACE/ETHNICITY
FOR ENTERING CLASSES OF 1988 - 2006
SPRING 2008

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Native Am.																			
SUI	87.5	83.3	80.0	83.3	90.0	92.3	58.8	90.0	91.7	82.4	82.4	82.4	66.7	60.0	81.8	78.6	87.0	69.2	66.7
ISU	100.0	100.0	60.0	57.1	60.0	57.1	71.4	87.5	64.3	54.5	80.0	75.0	40.0	83.3	83.3	45.5	75.0	100.0	91.7
UNI	25.0	0.0	50.0	80.0	25.0	75.0	25.0	60.0	75.0	0.0	66.7	60.0	100.0	50.0	100.0	75.0	28.6	75.0	20.0
African-Am.																			
SUI	69.0	78.0	72.6	75.0	80.2	78.6	84.9	74.0	82.3	77.5	80.8	80.2	73.7	80.2	68.4	69.8	83.7	80.7	81.5
ISU	71.9	64.1	81.7	85.2	69.1	69.1	71.1	79.0	68.4	79.5	82.7	80.7	85.6	84.9	78.4	85.3	79.0	75.7	73.2
UNI	75.0	64.4	65.3	72.1	62.9	63.6	60.0	65.5	67.9	65.8	69.0	68.0	79.1	67.8	78.1	75.5	82.4	59.2	83.3
Asian-Am.																			
SUI	88.5	88.8	91.0	81.9	88.4	88.0	81.1	81.5	77.1	85.0	87.5	82.1	85.0	80.8	82.5	85.9	86.8	76.7	83.9
ISU	80.4	86.1	82.8	71.6	78.7	80.8	88.0	90.6	82.9	89.9	87.7	89.5	92.0	84.9	79.5	84.9	91.5	86.9	89.6
UNI	54.5	66.7	87.5	89.5	85.7	61.5	67.7	78.9	72.0	78.9	70.6	73.7	77.8	76.7	83.3	85.0	78.6	72.0	77.4
Hispanic-Am.																			
SUI	75.6	83.0	78.0	65.0	75.4	70.0	83.6	75.0	75.3	92.0	78.8	79.1	79.5	84.5	81.8	78.7	75.3	86.5	79.1
ISU	86.7	80.0	82.1	76.9	67.3	75.0	78.2	68.9	75.0	80.4	81.1	85.3	82.5	79.8	86.9	88.2	83.3	86.4	83.3
UNI	60.0	66.7	87.5	78.6	80.0	73.3	45.5	68.2	92.9	40.0	56.3	64.3	70.4	73.1	50.0	85.7	61.9	77.3	65.5
Subtotal																			
SUI	78.6	82.9	80.2	76.7	83.0	81.3	81.5	78.1	78.4	84.8	82.7	80.7	79.2	81.2	79.1	79.6	83.2	80.5	80.9
ISU	77.1	72.7	81.5	78.8	71.7	72.1	78.2	81.0	74.5	82.4	83.9	83.9	85.5	83.6	80.9	84.6	84.7	83.6	82.7
UNI	65.6	63.5	72.0	77.8	69.1	65.4	59.3	69.3	74.6	63.8	66.7	68.2	78.0	70.9	74.7	79.8	73.1	67.0	73.3
White																			
SUI	83.6	82.3	84.2	85.1	85.4	83.8	83.6	82.4	83.3	83.6	83.6	84.2	83.0	82.7	82.8	83.5	84.3	84.3	82.8
ISU	85.0	84.3	81.9	82.1	82.7	82.2	81.8	81.4	83.3	83.9	84.6	85.2	83.6	83.7	84.5	84.8	85.8	83.7	85.2
UNI	80.5	82.6	82.8	81.9	82.0	81.2	81.8	82.4	82.1	83.1	81.5	82.1	84.2	82.1	81.1	81.6	81.6	82.8	83.0
Regent Total																			
SUI	83.3	82.4	83.9	84.4	85.1	83.6	83.4	82.0	82.9	83.7	83.5	83.9	82.6	82.5	82.5	83.2	84.3	84.1	82.7
ISU	84.2	83.2	81.6	81.4	81.8	81.1	81.5	81.5	82.8	83.6	84.4	85.1	83.7	83.4	84.2	84.6	85.8	83.4	84.9
UNI	79.8	81.9	82.5	81.7	81.4	80.2	80.7	81.8	82.0	82.4	81.0	81.4	84.0	81.4	80.6	81.4	80.9	82.1	82.3

Figure 43

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY GENDER AND STATE TOTAL, GRADUATING CLASSES 1996 TO 2006**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

The 11-year trends of graduates and graduation rates by race/ethnicity are reported in Table 8. Asian and White had the highest graduation rates for all groups shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

Table 8

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY RACE/ETHNICITY, GRADUATING CLASSES 1996 TO 2006**

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Race/Ethnicity	Number of Graduates with Diplomas										
Am. Indian	55	73	84	90	74	212	108	124	121	164	156
Hispanic	408	524	531	500	537	582	660	748	928	999	1,100
Asian	508	555	508	496	546	684	657	656	672	655	695
African Am.	648	614	696	673	734	678	756	857	900	1,021	1,091
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473	31,718	30,708	30,651
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339	33,547	33,693
Race/Ethnicity	Graduation Rates										
Am. Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%	62.7%	77.0%	70.6%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7	72.4	74.1	75.4
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0	91.4	90.8	93.2
African Am.	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5	73.6	76.5	76.6
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3	91.1	92.0	92.1
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7	90.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

MINORITY STUDENT ENROLLMENT
Fall Semesters 1997-2007

UNDERGRADUATE											
Race/Ethnicity	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
African American	198	222	242	283	296	319	323	324	317	288	287
Native American	24	23	28	31	27	25	28	30	23	28	34
Asian American	132	126	128	124	127	109	130	114	116	131	133
Hispanic	80	86	90	119	161	195	187	200	164	181	177
Total	434	457	488	557	611	648	668	668	620	628	631

GRADUATE											
Race/Ethnicity	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
African American	58	61	66	73	74	78	103	101	98	89	70
Native American	3	2	5	4	3	6	4	4	3	3	2
Asian American	17	13	13	16	15	19	11	11	13	16	18
Hispanic	14	6	15	16	19	12	21	25	22	24	24
Total	92	82	99	109	111	115	139	141	136	132	114

COMBINED TOTALS UNDERGRADUATE & GRADUATE											
Race/Ethnicity	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
African American	256	283	308	356	370	397	426	425	415	377	357
Native American	27	25	33	35	30	31	32	34	26	31	36
Asian American	149	139	141	140	142	128	141	125	129	147	151
Hispanic	94	92	105	135	180	207	208	225	186	205	201
Total	526	539	587	666	722	763	807	809	756	760	745
	4.0%	4.0%	4.3%	4.8%	5.1%	5.5%	6.0%	6.3%	6.0%	6.2%	5.9%

MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL ENROLLMENT											
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Total Enrollment	13,108	13,329	13,553	13,774	14,070	13,926	13,441	12,824	12,513	12,260	12,609
Minority Enrollment	526	539	587	666	722	763	807	809	756	760	745
% of Total Enrollment	4.0%	4.0%	4.3%	4.8%	5.1%	5.5%	6.0%	6.3%	6.0%	6.2%	5.9%
Difference	-21	13	61	79	56	41	44	2	-53	4	-15
% Incr. or Decr.	-3.8%	2.5%	11.6%	13.5%	8.4%	5.7%	5.8%	0.2%	-6.6%	0.5%	-2.0%